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ABSTRACT

This document describes a project to reform the undergraduate teacher education courses within the Department of Vocational and Career Development at Georgia State University. An introduction states the problem and the goals of the project. Chapter 2 describes the project's methodology. Chapter 3 reports a compilation of all of the data obtained from questionnaires (100 of 850 distributed) that were completed by current students, other secondary teachers, other postsecondary teachers, vocational supervisors, local system directors, instructional coordinators, and recent graduates. In addition, the chapter contains a list of competencies that will form the basis of the common core of undergraduate vocational teacher education courses in the business education, health occupations, marketing education, and trade and industrial education program areas. The competencies appear in the following categories: (1) communications; (2) evaluation; (3) foundations; (4) guidance; (5) student vocational organizations; (6) student teaching; (7) co-op experiences; (8) learning theory; (9) management; (10) planning; (11) special needs; (12) technology; (13) methodology; and (14) professionalism. A list of courses in which the common core of competencies will be taught is included. The document concludes with a list of recommendations implemented, a source list for the competencies, a 37-item bibliography, and a copy of the questionnaire used in the project. (CML)

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Undergraduate Vocational Teacher Education

Project 1

Final Report

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Vocational and Career Development

Georgia State University

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A Plan for Change

A Vision of Excellence for Initial Teacher Education

Department of Vocational and Career Development

College of Education

Georgia State University
Atlanta, Georgia 30303

October 25, 1988

Project 1

Georgia State University

Vocational and Career Development

1987-1988

John Collum, Chair	Trade & Industrial Education
Nancy Bailey	Health Occupations Education
Harmon Fowler	Vocational Leadership
Jack Johnson	Business Education
Alexa North	Business Education
Liz Pharr	New Teacher Institute

ACKNOWLEDGEMENTS

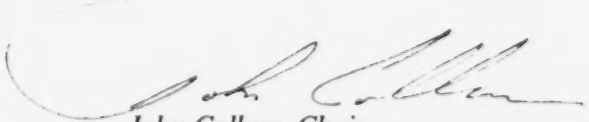
Such an effort as put forth by the Project 1 Committee requires much in the way of hidden support that often goes unnoticed and unheralded. This brief statement is an attempt to call attention to the reader of this report the contributions made by three people, without whom, our efforts would have been much more difficult if not impossible.

First, our thanks go out to our Department Chairman, Dr. John Preston. A Committee such as Project 1 can only exist and function in an environment of openness and trust. During those times in our deliberations when we were all to busy for interim reports, our Chairman simply said "Keep on truckin!" During those times we tended to bog down, a few words of encouragement and a restatement of the importance of our task got us right back on track.

In any such undertaking as ours, a logical initial step is to identify boundaries, constraints, and limitations as to exactly what we could or could not do. In this phase of our work, one person in particular rose to the occasion and became an almost ex officio member of our Committee. Right up to press time, Clarelle Sauls always had the answers along with the time to help, and the enthusiasm that made us all feel that our efforts were worthwhile.

Now, thanks must go to the individual that probably put in more hours on the Committee work than all of the members combined. Francis Hailey was the keeper of our computer database. She was required to input all 1800 competency statements, make weekly revisions to most of these statements, read our "handwriting" and, insure that each of the revisions to the database were safeguarded and that data integrity was maintained. Not once during this year was data lost! Francis, "Well done!"

Finally, my own thanks go out to the members of the Project 1 Committee. We worked hard, we produced. Our programs and our Department, and ultimately our students will be better for our efforts.



John Collum, Chair

Project 1

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INTRODUCTION

STATEMENT OF THE PROBLEM

Since the early seventies, the Department of Vocational and Career Development has expanded its' programmatic offerings to meet the needs of secondary and post-secondary vocational teachers. Undergraduate and graduate programs in Business Education, Trade and Industrial Education, Health Occupations Education and Marketing Education have been developed over time, each with its' own compliment of typical teacher education courses: curriculum, methodology, management, and foundations.

For over fifteen years, these programs have existed as basically independent units. As the needs of our service area have stabilized, this independence has created a number of problems for the Department. The total number of courses active and offered is greater than any other department in the College. Enrollments in each course have declined. During any given quarter, four seperate courses in curriculum, covering very similiar content, might be offered.

The simple fact that these programs have existed and grown for over a decade without a close examination of the content would have been enough of a reason for this study. Combine this lack of a recent examination of our programs with the national studies calling for change in teacher education and add to both of these factors the immediate recommendations of our Colleges' own Initial Teacher Education Committee and it becomes clear that the time was right for a massive combined effort to rethink our undergraduate vocational teacher education courses.

CHARGE TO THE COMMITTEE

On October 6, 1987, Dr. John Preston charged the Project 1 Committee with the primary task the reformation of the undergraduate teacher education courses within the department. This charge was presented along with a list of specific questions that were to be addressed:

1. Content of the speciality.
   a. Is it appropriate?
   b. Is it adequate?
2. Area IV
   a. Is the coursework appropriate?
   b. What should this area do to prepare our teachers?
3. Duplication of courses.
   a. Can we use fewer courses to serve the same needsin our undergraduate programs?
   b. Does every program need its' own curriculum course?
   c. Are there common needs?
4. Crosslisted courses.
   a. Do we need crosslisted courses?
   b. Can scheduling be used to reduce our need in this area?
5. BED/VCD Courses.
   a. Can we reduce the number of active courses in our department?
   b. Identify the current courses that should be deactivated.

6. Technology.

   a. Is the current level of technology adequate?

   b. How do we manage credit for prior experience?

7. Prior experience.

   a. How much credit do we award for the NOCTI (National Competency Testing Institute) and why?

   b. Is the NOCTI up to date?

   c. Should we test teachers for basic skills?

8. We should coordinate with ITEC and the Secondary Committee.

9. We should review the Bottoms' competency study.

10. We should review carefully, the August 28, 1987 letter from the Dean.

11. You should interview selected people from the Dean's office on matters related to this assignment.

COMMITTEE GOALS

Upon receiving the charge from Dr. Preston, the Committee immediately agreed on seven goals that would lead to the successful accomplishment of its' mission.

1. Determine isues and trends in vocational teacher education.

2. Gather data related to vocational teacher education.

3. Determine constraints to teacher education programs:

   Internal (System-COE/GSU)

   External

   State Department of Education

   Regents

4. Analyze data related to vocational teacher education programs.

5. Where appropriate, design and/or redesign our vocational teacher education programs.

6. Present final program designs to the Faculty.

7. Design an evaluation system for undergraduate vocational teacher education programs.

PROCESS

PROCESS

Beginning with the October 6, 1987 meeting, the Project 1 Committee met, usually on a weekly basis for one to four hours, for the entire academic year. At the same time the Project 1 Committee was meeting, two other important committees in the College were also examining various aspects of the teacher education programs. Our Committee was fortunate to have representation on both the Secondary Committee (Alexa North, Committee member) and the Initial Teacher Education Committee (John Collum, Committee member). This cross-membership allowed our committee access to preliminary data and thought on teacher education programs that would shape many of our final decisions. The ITEC recommendations in particular provided a focus to the efforts of the Committee. Chapter V of this document details the extent to which the Committee feels that the spirit of the ITEC recommendations have been implemented by our programs.

The major phases of activity are detailed below:

GOAL SETTING

Using the charge of Dr. Preston as direction, the Committee in the initial few meetings discussed and agreed upon the major tasks to be undertaken and developed a timetable. Fall quarter would be primarily used for data collection, Winter quarter for data analysis and preliminary drafts of programs, and Spring quarter for finalizing whatever programs were decided upon by the committee.

DATA COLLECTION - SURVEY

An immediate task was to find out how various groups of people (stakeholders) perceived our undergraduate teacher education programs. Since ITEC had just undertaken such a survey for the entire College, it was decided to use the basic format of survey instruments for our needs (appendix). The coded forms were sent to the following groups:

Teachers currently enrolled	*200*
Other teachers in schools-secondary	*400*
Other teachers in schools-postsecondary	*100*

Vocational supervisors	*100*
Local system directors	*30*
Postsecondary instructional coordinators	*20*

Over one hundred forms were returned, decoded, and analyzed. The results of the survey were distributed to unit coordinators in the Department in early Winter quarter. Chapter III of the document contains the complete findings from the survey.

DATA COLLECTION - LITERATURE REVIEW

The Committee decided at an initial meeting that a literature review should be conducted in order to find out what other similar programs across the country were doing in light of the national focus on teacher education programs.

At this time, the Committee decided that a focus on studies listing the competencies required by our teachers would provide the Committee with the data necessary to reshape our programs. In other words, our Committee decided that a competency based model of program development would best suit our needs. In retrospect, this came as little surprise since this model, used for nearly two decades in vocational and occupational education and training, is taught in our curriculum courses and is used by the majority of our teachers in their programs.

An ERIC search was conducted using descriptors agreed upon by the Committee. The citations were examined and documents quickly obtained from ERIC Document Retrieval Service (EDRS). The complete listing of references is contained in the Appendix, and the documents themselves are available in the VCD Department. The literature study identified 12 major studies where competencies required by our teachers were examined. The articles also revealed that many similar programs across the country were in a process of simplifying and cutting back on the total number of hours in their undergraduate programs.

DATA COLLECTION - INTERVIEWS

At the same time the ERIC search was being conducted, each Committee member interviewed selected key people that could provide valuable insight into the solution of Committee tasks. These people included State Department of Education personnel in our service areas, State Teacher Certification personnel, teachers, and personnel from our Office of Academic Assistance. Clarelle Sauls in particular, was very generous of her time and expertise in the subject of Area IV of the undergraduate programs.

COMPETENCY ANALYSIS

The 12 competency studies identified in the ERIC search contained a total of nearly 1800 competency statements. It became readily apparent that some system would be needed to assist the Committee in the examination of the competency statements. It was decided that a computer database would make it possible to sort and print the competency statements in various formats that would ease the committee tasks of:

eliminating redundant statements
grouping similar statements
refining the wording of each statement
adding statements not found in the studies
sorting the statements by broad category
grouping the statements into courses

A database was created using dBase III that would allow all 1800 statements to be entered along with other data that could later be used for sorting and classifying the statements. A former student, Francis Hailey, was used for inputting the statements and ensuring that the database was safeguarded.

A weekly process was then begun that would last throughout Winter and Spring. Each Committee member would receive a printout of the latest version of the competency statements in the broad area (i.e. Methodology) they had been assigned. The Committee member would review the statements, eliminate redundant statements. refine wording, and then turn the list back in so that the database could be modified and a new printout be generated by the next weekly meeting. Over 15 such cycles were conducted. Near the end of Spring quarter, the Committee conducted three meetings where each final statement was read aloud, and the wording and the statement agreed upon by each member. The final listing of competency statements is contained in Chapter III and consists of nearly 500 statements.

DEVELOPMENT OF THE COMMON CORE

As the Committee examined the 1800 competency statements, it became clear that most of the statements applied to all of our undergraduate programs. A decision was made to reduce our database to ONLY those statements that were common to all four of our programs, thus leading to the formation of a common core of courses. This common core is detailed in Chapter III.

FINALIZING PROGRAMS

Late in Spring quarter, after agreeing on a common core of 20 quarter hours based on the competency statements in our database, each service area then began revising its' undergraduate program to incorporate this core and reduce the total number of quarter hours in the program to approximately 180-185 hours. In most cases, no new courses were required. The changes have been brought about through the elimination of redundant courses, and slight changes in course titles and descriptions.

WRITING THE FINAL REPORT

The final major task of the Committee was the design and development of this final report. This was accomplished throughout Summer quarter of 1988 in preparation for presenting the report to the VCD Faculty at the beginning of Fall quarter, 1988.

FINDINGS

PROJECT 1

DATA FROM QUESTIONNAIRES

Following is a compilation of all of the data from the questionnaires we sent out during fall quarter. The data is arranged by program and category as follows:

VCD Program

- Strengths
  - Major Themes (by rank order)
    - (a major theme is defined as three or more responses.)
  - Other Comments
- Weaknesses
  - Major Themes (by rank order)
  - Other Comments
- Recommendations
  - Major Themes (by rank order)
  - Other Comments

The questionnaires were sent to the following "stakeholders:"

- Students currently enrolled
- Other secondary teachers
- Other postsecondary teachers
- Vocational supervisors
- Local system directors
- Instructional coordinators
- Recent graduates

BUSINESS EDUCATION

STRENGTHS

MAJOR THEMES

The strengths of the faculty (12)

Up-to-date equipment (10)

The variety of courses (9)

Course content (4)

Being located in Atlanta (3)

Flexible scheduling (3)

The content of the program (3)

The helpful attitude of the faculty (3)

OTHER COMMENTS

That we have a PhD vs. an EdD

Advisement

Workshops

Jack Johnson

Small classes

Teaching methods

Use of instructional objectives

Reputation

Partnerships with business and industry

WEAKNESSES

MAJOR THEMES

Courses offered too infrequently (4)

Too much theory/too little application (4)

Failure to keep up with technology (3)

OTHER COMMENTS

- Need more summer workshops
- Lack of sequence among courses
- Not enough courses for Med and Eds
- Not enough courses from COBA
- Lack of a variety of instructors
- Lack of off-campus courses
- Professors out of date
- Low enrollment
- Poor communications within BED
- Lack of enthusiasm by faculty
- Not enough on classroom management
- Inadequate methods courses
- Too much busy work
- Need more options for exempting courses
- Professors are "all white"
- Curriculum not pertinent to postsecondary
- Not enough emphasis on international bus ed

RECOMMENDATIONS

MAJOR THEMES

- More off campus courses (4)
- More electives from COBA (3)

OTHER COMMENTS

- More summer workshops
- Visit more "real" offices
- More BED/less FED
- Greater variety of instructors

Use a summer CO-OP

Have courses offered more frequently

Improve methods classes

Require all faculty to take courses on computers and word processing

Improve instructors for methods classes

Add ethnic staff

Faculty should be in schools more

Send methods faculty back to the classrooms

Build rapport between BED and COBA

Insist on enthusiastic instructors

Send instructors back to industry

Allow credit for IBM etc. courses

Hire new talent

Continue purchasing high tech equipment

Spend more time in schools observing master teachers

Form a curriculum advisory committee

Have more workshops with Dr. Fowler

More application/less theory

Offer more courses at the end of the week

Use a field-based approach

Improve transition between provisional and regular admissions

HEALTH OCCUPATIONS

STRENGTHS

MAJOR THEMES

- The faculty (12)
- Relevancy of the curriculum (11)
- Nancy Bailey (8)
- Scheduling of courses (7)
- Saturday classes (6)
- Availability of the instructor (4)

OTHER COMMENTS

- Use of instructional objectives
- Course content
- Preparation for TPAI
- Sue Simpson
- Qualities of the graduates
- Preparation for certification
- Location
- Involvement with innovative programs (Nurses Aide Curriculum)
- Relevant assignments
- The variety of teaching methods used
- John Collum
- The curriculum course
- The methods course
- The program encourages excellence

WEAKNESSES

MAJOR THEMES

The location (4)

Courses not offered frequently enough (4)

None (3)

OTHER COMMENTS

Not enough preparation for comps

FED is not related

Too few helpful people like Austin

Not enough students

2 night a week classes

Program marketing

Small staff

Inflexibility of credit transfer from nursing programs

Phys Ed courses

Saturday classes are very tiring

Poor A-V equipment

Not enough information on career ladders

The registration process

Need for content specific courses (dental lab, etc.)

Not enough on teaching work habits

No classroom observation

Need a 6 year degree

Paperwork

No follow-up by instructor

RECOMMENDATIONS

MAJOR THEMES

More off campus courses (5)

More supervision of internship students (3)

OTHER COMMENTS

Field trips to local schools

Utilize students' expertise

More information on schools with programs of excellence

Promote continuing ed and advanced degree options

Market the program

Send out advanced scheduling information

Allow more credit for nursing degrees

Offer intensive two-week courses in the summer

Update A-V equipment

Encourage instructor to visit work/industry

Teach both group and individualized instruction

Have a better registration process

Offer the EdS

Have more Saturday classes

Add a faculty member

Add more, practical Health Occupations courses

Increase the availability of courses

MARKETING EDUCATION

STRENGTHS

MAJOR THEMES

The faculty (4)

Location (3)

None (3)

OTHER COMMENTS

Past reputation

OJT training

Partnerships with business and industry

Qualifications of graduates

Inservice programs

Course content

The career ladder program

Preparation for the TPAI

Preparation for the TCT

CO-OP supervision

WEAKNESSES

MAJOR THEMES

Changes in faculty (3)

OTHER COMMENTS

Previous faculty

On campus courses

Involvement with business and industry

Duplicates services already provided by UGA

Staff too small

Faculty too much interested in making a "name" for themselves

Too much emphasis on DECA

The loss of Dr. Wilkie

Too training and development oriented rather than marketing ed.

RECOMMENDATIONS

MAJOR THEMES

(none)

OTHER COMMENTS

More on computerized selling methods

Have a stable department

Provide an internship

Provide good advisement

Provide workshops/seminars at a convenient location

Conduct a seminar on enhancing image of M.E.

Offer on-site staff development training

Hire 1 or two good instructors (with postsecondary experience)

Have more articulation between secondary and postsecondary

Incorporate research findings in coursework

Assist with preparing for the TPAI

TRADE AND INDUSTRIAL EDUCATION

STRENGTHS

MAJOR THEMES

Flexible courses and scheduling (15)

Caring staff (8)

The faculty (7)

Location of courses (6)

Course content (5)

The NTI (3)

John Collum (3)

Advisement (3)

Liz Pharr (3)

OTHER COMMENTS

Courses in training and curriculum

In-school monitoring of teachers

Excellent structure (Dr. Collum 5 years ago)

Variety of courses

Open-entry

Nancy Bailey

Juanita Stedman

Summer workshops

Quality of graduates

The internship program

The credit for the NOCTI exam

Hugh Swogger

The ANTI

The workshop by Dr. Fowler

VCD 810

VCD 636

WEAKNESSES

MAJOR THEMES

Poor advisement (4)

Not enough off campus courses (3)

OTHER COMMENTS

Poor understanding of certification

Too much theory

Out of touch with schools

Poor TPAI preparation

High cost

Use of PBTE

Admissions

Not enough on lesson planning

Discontinuance of in-class registration

Not enough follow-up in schools

Too much busy work

Poor marketing

Too little rigor

Low standards

VCD 810

Out of date advanced degree courses

No communications between GSU and schools

Downtown location

Too much professional education/not enough content

RECOMMENDATIONS

MAJOR THEMES

More off campus courses (5)

More field-based courses (3)

OTHER COMMENTS

More on professionalism

More on planning

More on discipline

More on methods

Use vocational supervisors as instructors

Ensure T&I teachers possess basic skills

Continue good workshops

Present a model program for students to observe

More on lesson plans

Provide an internship in industry

Have better communications with schools

Raise standards

Require teachers to earn grades

Have better advisement (in schools)

Staff needs to understand certification

Allow college credit for skill programs

Have a better way to pay for classes

Use T-V classes

Allow for more time with veteran teachers

Eliminate mix (undergrad/grad) in classes

Have more in-class discussions

Have faculty go back to the classroom

Allow for more courses outside of COE

More on preparation for TPAI

FINDINGS FROM THE RESEARCH

The following pages represent the final list of competencies that will form the common core of undergraduate vocational teacher education courses. The competencies are listed by category along with their original identification number allowing them to be referenced back to the computer database.

VOCATIONAL TEACHER COMPETENCIES

COMMUNICATIONS

74 Communicate with students and other teachers.

89 Orient the survey staff to their duties and responsibilities in collecting occupational data.

111 Prepare brochures, displays, and news releases.

114 Present activities of the vocational education program on television or video tapes.

123 Communicate with outside groups.

138 Communicate with administrators.

147 Exchange observational visits, innovations, and ideas with others in the profession.

176 Use communication techniques which foster comfortable interpersonal relationships.

179 Use acceptable written expression.

181 Use acceptable oral expression.

186 Employ effective interviewing techniques in professional situations.

188 Prepare students to listen effectively.

190 Interpret and apply verbal and non-verbal professional communication.

191 Prepare written reports.

246 Work with multi-cultural groups.

247 Communicate with the local news media.

253 Prepare internal communications.

255 Participate in the total public relations program.

258 Prepare inter- and intra-department memos.

268 Communicate with interdisciplinary groups.

274 Communicate with parents.

286 Communicate with learners.

298 Arrange for television and radio presentations.

583 Write letters of recommendation for students.

592 Provide advice for student entries in state and national student vocational contests.

726 Assist in the development of rules and procedures for conducting district, state, regional, and national student vocational organization contests.

1231 Assist students in improving their oral communication skills.

1566 Communicate ideas well--both orally and in writing.

1604 Stimulate participation in state, regional, and national student vocational organization leadership meetings, and contests.

1671 Use word processing packages to improve communication skills.

1672 Use communication skills to make decisions.

1673 Use language arts skill when communicating.

1674 Use humor when communicating.

1675 Practice group communication skills

1676 Prepare resumes.

1677 Prepare letters.

1678 Practice questioning techniques.

1679 Prepare visual aids.

1680 Improve international communication techniques.

1681 Assess the quality of students' writing skills.

1682 Assess the quality of students' oral expression.

1687 Use parliamentary procedure.

VOCATIONAL TEACHER COMPETENCIES

EVALUATION

37 Determine student readiness for on-the-job training.

47 Identify pupils in need of individual instruction.

59 Assess the instructional level of the students through pretesting and post-testing.

103 Determine the reasons students leave the vocational education program.

319 Formulate a system of grading consistent with school policy.

325 Engage in cooperative evaluation of achievement with students.

335 Formulate test items for written and oral tests.

338 Analyze tests for validity.

339 Analyze tests for reliability.

340 Review student progress and/or achievement records to assess effectiveness of instruction.

355 Evaluate objectives.

368 Establish the evaluative criteria for lessons, units or courses.

372 Devise laboratory performance tests and rating sheets.

380 Evaluate student performance with standardized tests.

388 Continuous Evaluation - Utilize the tools and techniques of data collection.

406 Identify sources of commercially available tests.

410 Define tests, measurement, and evaluation.

412 Use the normal curve in interpretation of raw scores.

420 Establish student performance criteria.

427 Evaluate and record students' achievements.

428 Assess student attitudes.

482 Use descriptive statistics in analyzing tests results.

681 Manage equipment and supplies.

1064 Formulate criteria for use in a grading system.

1708 Assess student knowledge.

1709 Assess student skill development.

1710 Use computer technology in test management.

1711 Differentiate among testing, assessing, evaluating, and grading.

1712 Formulate a system of record keeping consistent with school policy.

1713 Identify the provisions of the Privacy Act as it relates to the security of student records.

VOCATIONAL TEACHER COMPETENCIES

FOUNDATIONS

436 Identify purposes, goals, objectives, and principles of vocational education.

438 Identify teacher responsibilities.

439 Identify state, district, and local school policy and organizational structure.

449 Explain the relationship of the vocational program to the total educational program.

474 Identify influences of society on the objectives of school.

535 Identify legislation impacting on Vocational Education.

537 Identify current issues and trends in Vocational Education.

1685 Write a job description for the teaching position currently held.

1700 Develop a personal philosophy of education.

VOCATIONAL TEACHER COMPETENCIES

GUIDANCE

69 Gather student data using formal data-collection techniques.

227 Involve community workers to provide practical information on careers.

231 Define those strategies affecting job entry and promotion that are operative in specific industries.

234 Recognize appropriate group and technical counseling techniques.

552 Determine students' backgrounds and environments.

553 Administer subject matter diagnostic tests.

554 Analyze students' cumulative records.

557 Review students' autobiographies for information to aid in understanding the students.

561 Encourage students to discuss career aspirations.

562 Demonstrate a regard for, and an interest in, students as individuals.

564 Demonstrate personal concern for the student and his family.

566 Recognize potential problems of students.

567 Conduct a conference with a student.

568 Conduct group conferences.

570 Interpret occupational tests and inventories to students.

571 Assist students in developing good study habits.

572 Establish communication patterns for exchanging information and for cooperating with the guidance staff.

573 Supply guidance staff with performance data about students.

574 Refer students to guidance staff and other specialists.

576 Work with other teachers to help students with individual concerns.

577 Refer students to qualified resource persons for occupational and educational information.

578 Arrange with professional staff for administration and interpretation of personality, aptitude, and intelligence tests for specific students.

581 Present information to students on advanced training, educational, and occupational opportunities available to them.

582 Assist students in determining ways to best describe their salable skills.

585 Assist students in securing and completing applications for jobs, scholarships, educational loans, or college admission.

599 Assist the student-learner in the solution of problems related to on-the-job training.

605 Help learners develop positive self-concepts.

608 Assist students to determine their suitability to the profession.

610 Assist students in maintaining their own physical and emotional health.

620 Assist students with personal and social problems.

639 Summarize, report, and disseminate information obtained from follow-up studies.

661 Identify community resources.

VOCATIONAL TEACHER COMPETENCIES

STUDENT VOCATIONAL ORGANIZATIONS

142 Orient students to the student vocational organization.

1609 Promote interest in a student vocational organization.

VOCATIONAL TEACHER COMPETENCIES

STUDENT TEACHING

28 Assess learner progress during the lesson observed.

203 Establish and maintain rapport with students.

1154 Assume reasonable responsibilities and duties not directly related to teaching, such as roll taking, maintaining a register, serving as student organization advisor, yard duty, etc.

1701 Participate and successfully pass a mock-TPAI.

1702 Establish and maintain support with supervising teacher.

VOCATIONAL TEACHER COMPETENCIES

CO-OP EXPERIENCES

94 Publicize to the school and community the establishment of the advisory committee, its members, and its function.

96 Communicate the date, place, and agenda for the advisory committee meetings to all persons concerned.

61 Negotiate on-the-job training hours and wages for student-learners.

162 Identify prospective cooperating employers to provide on-the-job training stations.

163 Convince an employer to provide a training station for cooperative vocational education.

164 Arrange with a union to make contact provisions for students-learners.

165 Assist the cooperating employer in obtaining information concerning federal and state wage and hour classifications.

166 Assist the cooperating employer in acquiring a federal permit to pay a training wage.

167 Assist the cooperating employer in verifying the legality of employing a student-learner in a hazardous occupation.

168 Maintain good working relationships with training station personnel.

169 Inform the administration of the coordination itinerary.

170 Sponsor an employer-employee appreciation event.

171 Obtain suggestions from the on-the-job instructor to guide the selection of lessons for related instruction.

173 Assist the on-the-job instructor with development of teaching techniques during supervisory visits to the training station.

175 Obtain information from the advisory committee on ways to improve related instruction and on-the-job training.

196 Involve students in evaluating cooperative work experience.

197 Discuss on-the-job training progress reports with students.

199 Conduct a training station development program.

729 Obtain reimbursement for the cooperating employer providing on-the-job training.

1031 Develop a training agreement between student-learners, parent, school, and cooperating employer.

1032 Develop a systematic training plan with the cooperating employer and/or the on-the-job instructor.

1207 Establish guidelines for your cooperative vocational program.

1208 Manage the attendance, transfers, and terminations of co-op students.

1209 Enroll students in your co-op program.

1210 Secure training stations for your co-op program.

1211 Place co-op students on the job.

1213 Coordinate on-the-job instruction.

1214 Evaluate co-op students on-the-job performance.

1215 Prepare for students' related instruction.

VOCATIONAL TEACHER COMPETENCIES

LEARNING THEORY

58 Consider the total learning needs of the individual when making decisions regarding the student.

266 Define and illustrate positive reinforcement, negative reinforcement, and extinction.

459 Define learning.

465 Define learning principles, and apply them to instructional process.

472 Specify the appropriate use and limitations of the intelligence quotient.

476 Specify the functions of logical and psychological order.

477 Describe the complexity of eliciting events in the instructional process and by specifying the difference between a simple stimulus-response event and an elicitor that consists of a complex teacher performance and a variety of instructional media.

478 Define the concepts of unconditioned and conditioned stimuli.

479 Apply the concepts of classical conditioning in the classroom.

480 Utilize teacher attention as reinforcement.

481 Explain orally or in writing the process of internalization of reinforcement.

485 Discuss orally or in writing the need for continual professional growth and the value of eclectic use of psychological theory.

487 Discuss orally or in writing the value of studying educational psychology.

489 Explain orally or in writing the concept of normal distribution and the normal curve.

490 Apply learning principles to the instruction of educationally handicapped pupils, including those with learning disorders, behavior disorders, emotional disturbances, mental retardation, or childhood psychosis.

501 Apply the principles of motivation to teaching.

502 Apply the principles of retention to teaching.

503 Apply the principles of transfer to teaching.

508 Identify physical and psychosocial factors that influence behavior.

509 Describe the roles of heredity and environment in the individual's development and the implications for teaching.

515 Define intellectual giftedness in terms of I.Q. and behavioral manifestations.

516 Define sensation and perception, and the function of receptors, sensory nerves, and the central nervous system.

517 Define motivation and describe the need-reduction theory of motivation.

518 Explain the relationship of motivation to learning.

519 Define retention and describe the curve of remembering and forgetting.

520 Describe the effects of relearning, speed, overlearning, massed and distributed practice, meaning, set, and recitation on retention.

521 Identify causes of forgetting.

522 Define positive and negative transfer and describe the fallacy of the doctrine of mental discipline.

523 Define cognition and creativity.

524 Describe the processes of learning.

525 Describe conceptual development.

528 Reflect an understanding of learning theory in planning and instruction.

529 Employs knowledge of learner growth and development in classroom practices (14 -18 yrs. of age his - adult for P.S.).

531 Apply the principles of learning applied to shop teaching.

532 Employ the principles of learning as applied to teaching.

VOCATIONAL TEACHER COMPETENCIES

MANAGEMENT

185 Communicate clear expectations about behavior.

291 Develop student attitudes toward safe practices and safety-consciousness in job performance.

547 Assist students in developing self-discipline.

675 Direct shop/laboratory experience.

677 Organize and maintain the vocational laboratory classroom.

678 Establish and maintain a filing system.

682 Compile a list of supplies needed for the academic year.

683 Identify new tools and/or equipment needed for the academic year.

686 Plan a operating budget proposal for consumable supplies, services, and instructional materials.

689 Prepare purchases requests for approved vocational equipment and supplies.

694 Supply the data for vocational reports required by the State Department of Education.

697 Record attendance and grades according to school policy.

698 Record vocational students' grades according to school policy.

700 Provide approved safety apparel and devices for vocational students assigned to hazardous equipment.

702 Maintain a record of safety instruction presented in compliance with safety laws and regulations.

709 Maintain an inventory of vocational tools, supplies, and equipment.

710 Establish a system for repairing, maintaining tools and replacing equipment in the laboratory.

711 Arrange for the storage and security of supplies and equipment.

712 Implement student check-out procedures for tools, supplies, and equipment used in the laboratory.

714 Schedule laboratory equipment for maximum utilization by students.

716 Arrange laboratory work areas and storage space to facilitate student work performance.

718 Establish a policy for use of the physical facilities and equipment by other school personnel and outside groups.

727 Match a student-learner's unique characteristics with an appropriate training station.

741 Manage time efficiently.

767 Develop and maintain student progress reports.

780 Obtain needed school equipment and supplies as gifts or donations.

781 Maintain equipment and tools.

794 Write and submit program evaluation reports.

795 Develop and maintain placement and follow-up records.

797 Prepare and file reports for referral purposes (recommendations).

798 Prepare and file all financial records.

806 Develop procedures for handling cash receipts and a petty cash fund.

810 Consult the advisory committee in planning for facilities and equipment needs.

907 Establish priorities for use of funds available.

940 Maintain progress charts and records of individual student achievement.

944 Manage Your Budgeting and Reporting Responsibilities.

948 Provide for the First Aid Needs of Students.

967 Maintain student competency and attendance records.

969 Provide instruction in safety attitudes and practices and maintain appropriate records.

973 Maintain good housekeeping practices in the lab and classroom.

974 Develop a student duty roster system.

975 Develop and manage student work areas.

991 Project instructional resource needs.

1028 Assemble consumable supplies for instructional purposes.

1033 Develop a procedure to ensure student's safety and protection in the training station.

1034 Develop a plan for supervision of on-the-job training.

1065 Establish a student recruitment program.

1081 Develop procedure to insure student-learner's safety and protection.

1188 Develop and implement a safety program.

1240 Use safety practices in teaching the operation of equipment.

1706 Use a computer for computer managed instruction.

VOCATIONAL TEACHER COMPETENCIES

PLANNING

8 Identify the competencies needed for entry into an occupation.

26 Specify or select procedures or materials for assessing learner performance on objectives.

80 Conduct a community survey.

100 Describe the occupational standards of performance for each task in an occupation.

102 Obtain follow-up data from employers of graduates of the vocational education program.

129 Conduct opinion surveys in the school and community concerning the vocational education program.

132 Consult the advisory committee to obtain information concerning their expectations of the vocational education program.

242 Organize and work with advisory committees.

259 Prepare and write instructional objectives.

464 Relate learning principles to curriculum development for social or academic achievement.

473 Define and describe the functions of general, specific, instructional, and terminal objectives.

475 List domains of the Taxonomy of Educational Objectives and the categorical levels.

640 Update, revise, and improve curriculum based upon follow-up data.

684 Recommend reference books and periodicals related to vocational education that should be added to the library.

850 List terminal objectives, then establish priorities for students related to the terminal objectives.

986 Develop student performance objectives.

988 Develop lesson plans.

1006 Identify the knowledge and attitudes required for the performance of each task included in a vocational education offering.

1038 Plan instruction to be compatible with the learners personal capabilities and needs.

1053 Provide for multi-cultural differences in program planning and operation.

1093 Organize the sequence of learning tasks and activities.

1096 Determine instructional units.

1131 Select instructional materials.

1140 Define a lesson, unit, course, and program.

1159 Plan for individual differences.

1178 Relate the course of study to measurable performance objectives.

1179 Combine jobs, operations, and related information into a course of study.

1234 Develop a weekly instructional plan.

1236 Plan for instruction at students' level and rate of learning.

1245 Develop program goals and objectives which reflect correct industry practices.

1304 Obtain textbook, reference, and other instructional materials.

1430 Develop standards for student attainment.

1688 Describe a process model for the development of competency based curriculum development.

1689 Identify sources of competency based curriculum materials.

1690 Identify specific occupations relevant to programs.

1691 Identify job tasks for an occupation.

1692 Analyze job tasks for related knowledges, skills, and attitudes.

1693 Write terminal performance objectives.

1694 Write enabling objectives.

1695 Identify national/state/local formats of curriculum guides.

1696 Develop a course of study.

VOCATIONAL TEACHER COMPETENCIES

SPECIAL NEEDS

50 Identify methods to remediate learning disabilities.

53 Discuss individual differences in intellectual and academic ability and variables that influence these abilities.

55 Observe and analyze educationally relevant behaviors for pupils designated as hyperactive, brain-injured, and as having minimal brain dysfunction.

56 Identify causes of excessive anxiety.

470 List the general principles for remediation of dyslexia.

484 Specify the application of extinction and time-out procedures in reducing maladaptive classroom behaviors.

495 Describe causes of learning disability, behavior disorder, and emotional disturbance.

496 Describe the liabilities of categorically labeling pupils.

498 Define childhood psychosis and differentiate between neurosis and psychosis.

506 Define mental retardation and describe the levels - custodial, trainable, educable, and slow learner - and the educational relevance of these classifications.

512 Discuss educational handicaps related to cultural deprivation.

542 Describe model programs for mainstreaming.

928 Follow administrative procedures for identifying students with problems.

983 Adapt tools and equipment for the handicapped.

1126 Select and use learning resources suitable for various special needs groups.

1149 Locate appropriate instructional materials for learning disabled pupils.

1150 Provide an effective program of individual or classroom instruction for a behaviorally disordered pupil.

1151 Write instructional objectives for mentally retarded pupils.

1227 Promote vocational programs with exceptional students.

1228 Assist students in achieving basic reading skills.

1229 Assist student in developing technical reading skills.

1230 Assist students in improving their writing skills.

1277 Participate in the IEP development process.

1492 Use multisensory, kinesthetic, and impress methods of remedial instruction with pupils having severe reading disorders.

1493 Apply principles of perceptual development to the remediation of learning disabilities.

1495 Employ individual and classroom methods in helping the emotionally disturbed pupil.

VOCATIONAL TEACHER COMPETENCIES

TECHNOLOGY

1662 Utilize word processing software.

1663 Utilize database software.

1664 Utilize spreadsheet software.

1665 Utilize graphics software.

1666 Utilize a microcomputer and operating system.

1667 Utilize common microcomputer peripheral equipment.

1668 Utilize monitor projection equipment.

1669 Utilize video disc equipment.

1670 Utilize online databases.

1683 Evaluate computer assisted instruction software.

1684 Identify computer assisted instruction software.

1699 Identify sources of information on educational technology.

VOCATIONAL TEACHER COMPETENCIES

METHODOLOGY

24 Arrange learners into appropriate groupings for instruction (small groups, whole class, tutorial setting, etc.).

182 Give explanations related to lesson content.

183 Clarify explanations when learners misunderstand lesson content.

751 Set up laboratory demonstrations.

776 Group students according to individual differences.

908 Identify school law, code, liability, etc. as related to field trips.

1023 Plan the content of a lesson.

1089 Determine need for and identify resource persons.

1091 Identify out-of-school learning experiences.

1134 State educational objectives with pupils.

1138 Select and use appropriate instructional media: books, manipulative materials, and audiovisual equipment.

1205 Prepare teacher-made instructional materials.

1280 Select an appropriate teaching method.

1281 Select and obtain instructional materials.

1283 Present a manipulative skill.

1284 Present a related lesson.

1285 Employ oral questioning techniques.

1286 Present information with illustrated talk.

1287 Conduct group discussions.

1290 Present information using models/real objects.

1291 Present information with films.

1292 Present information with filmstrips/slides.

1298 Direct problem-solving activities.

1299 Direct student study.

1312 Direct students in gathering information from sources in the community.

1314 Conduct brainstorming sessions.

1318 Conduct group supervised study.

1319 Direct student laboratory experience.

1320 Direct students in applying problem-solving techniques.

1324 Direct student study of information and assignment sheets.

1325 Direct students in preparing laboratory work.

1326 Guide student progress through the use of activity sheets.

1332 Introduce a lesson.

1336 Enrich instruction to challenge the abilities of the more capable student.

1337 Reinforce learning.

1338 Provide remedial work for slow learners.

1339 Employ reward techniques.

1343 Present a concept or principle through a demonstration.

1344 Give a lecture.

1350 Present information with the assistance of a resource person.

1351 Present information with bulletin boards.

1352 Present information with exhibits.

1360 Present information with an audio recorder.

1361 Present information with a video recorder or closed circuit television.

1385 Use a variety of difficulty levels of questions during instruction.

1387 Make appropriate use of a variety of instructional techniques, methods, and materials during instruction.

1389 Adjust teaching plans to changes in conditions as they normally arise (interruptions, proposed lesson doesn't take, resources didn't arrive, etc.).

1390 Guide interaction among learners.

1393 Provide information to learners about their progress throughout the lesson.

1395 Match instruction to learners.

1397 Implement activities in a logical sequence.

1399 Stimulate learner interest.

1400 Maintain learner involvement in instruction.

1412 Establish a learning climate - motivation.

1413 Establish a learning climate - task-oriented focus.

1418 Present information with specialized equipment.

1419 Demonstrate a concept and skill simultaneously.

1425 Recognize, interpret, and utilize student verbal and nonverbal cues.

1439 Direct role playing.

1442 Set up display materials for instructional purposes.

1449 Direct a student manipulative skill demonstration.

1450 Present a lesson with the aid of a flannel board and/or flip chart.

1459 Direct programmed instruction.

1461 Moderate a panel discussion.

1463 Draw upon student experience in presenting instruction.

1464 Orient students to the instructional phase of the course or program.

1475 Give in-service training to training station employers.

1484 Apply sound learning principles in resolving day-to-day problems of teaching.

1494 Replace reading avoidance with reading approach behaviors.

1499 Develop and/or utilize instructional materials designed to meet the diagnosed needs.

1501 Use techniques, methods and media related to the objectives.

1502 Demonstrate a repertoire of methods and techniques.

1508 Conduct group discussion, panel discussion, and symposiums.

1509 Employ brainstorming, buzz group, and question box techniques.

1515 Employ the project method.

1517 Summarize a lesson.

1523 Demonstrate a concept or principle.

1536 Provide for students' learning styles.

1540 Direct students in laboratory experiences.

1542 Present a complete classroom lesson.

1546 Develop student leadership activities.

1661 Determine in-school learning experiences (classroom and/or lab).

1703 Operate typical A-V equipment.

1704 Conduct TPAI classroom lesson.

1705 Use a computer for computer-assisted instruction.

VOCATIONAL TEACHER COMPETENCIES

PROFESSIONALISM

76 Relate to students to facilitate learning.

78 Demonstrate positive interpersonal relations within the school system.

121 Serve in a community civic, service, or social organization to improve the image of the vocational education program.

148 Represent the teaching profession as a committee member, delegate, or program participant at meetings and activities of other related professions.

149 Write an article or book for publication which contributes to the literature of the profession.

152 Serve community needs by contributing professional expertise to community activities.

201 Sponsor non-vocational clubs, societies, and special interest groups.

275 Cooperate with the principal and other staff members by being an effective member of the school team.

277 Create an atmosphere of warmth and friendliness in the classroom.

280 Develop a spirit of unity in the classroom.

282 Practice democratic principles in the classroom.

284 Share ideas and materials with other teachers.

287 Demonstrate enthusiasm for teaching and the subject.

290 Motivate students to acquire skill and knowledge.

530 Demonstrate understanding of subject matter.

854 Be a liaison person as well as management person (being able to control, coordinate, staff, etc.).

876 Establish positive attitude toward all students.

1155 Engage in professional activities that support or improve teaching as a profession.

1550 Promote the attainment of the goals of the teaching profession.

1553 Maintain the ethical standards expected of a professional educator.

1556 Participate in experimental and other data-collecting research activities.

1557 Maintain professional certification through enrolling in graduate, extension, and inservice education programs.

1558 Expand educational background and leadership potential by achieving advanced degrees.

1559 Keep up to date through reading professional literature.

1561 Update your professional personnel file regularly.

1562 Participate in non-instructional school activities (cafeteria supervision, homeroom, bus duty, chaperoning, etc.).

1567 Receive and interpret ideas and attitudes presented by others (listen, relate, understand, etc.).

1570 Determine professional needs through self-evaluation and engage in a professional self-improvement program.

1571 Exhibit professional traits of character (promptness, regular attendance, commitment to for obligations, etc.).

1573 Actively participate in a professional organization.

1574 Participate in school related community activities.

1582 Project an image appropriate to the professional role.

1583 Adhere to a professional code of ethics.

1590 Update skills and knowledge in professional specialty.

1596 Engage in a planned personal program of continuing education.

1598 Secure a professional position.

1600 Keep abreast of current and new professional and technical information.

1624 Work as a part of a total vocational education staff.

1626 Perform the job as a professional, accepting responsibilities when assigned, and demonstrate initiative to do what needs to be done.

1627 Maintain ethical relationships with parents, students, and staff.

1629 Continue new methods of educational experiences.

1630 Continue professional growth (workshops, seminars, travel, etc.).

1633 Manifest pride in the profession.

1637 Show a willingness to follow suggestions for improvement.

1638 Show self-control.

1639 Be open-minded and flexible.

1640 Show good judgment in social situations relating to school.

1641 Be well-groomed and dressed appropriately.

1642 Display a sense of humor.

1643 Be understanding of others.

1645 Maintain outside interests which help to develop a well-rounded personality.

1646 Work cooperatively with colleagues.

1647 Engage in self-evaluation and self-improvement.

1651 Serve the teaching profession.

1658 Demonstrate a knowledge of teacher liability.

1697 Identify sources of research information in vocational education.

1698 Be aware of laws and policies affecting teachers and teaching.

COMMON CORE CONCEPT

After the Committee had spent about one month examining the competency studies, the fact that most of the competencies applied to a good teacher irrespective of their teaching field became readily apparent. A decision was made at that time to begin examining the lists and identifying only those competencies that were common to all four undergraduate programs. In other words, a common core of competencies were identified that, combined into appropriate courses, could serve all four programs. It was not known until late Spring Quarter of 1988, how extensive the common core would be.

At that time, the competency lists had been finalized and the process began of determining which competency areas could be combined into courses. Initially, 2 and 3 hour courses evolved along with a few 5 hour courses. The Committee was prepared to go with this packaging until it realized what a problem this would create with state teacher certification. Many of our teachers are required to take 10 hour blocks in curriculum and methods and 10 hours in foundations during their first years of teaching. Two and three hour courses would create a real hardship on these students. The Committee agreed to try wherever possible, to maintain the common 5 hour package by combining competency areas that were related or common.

The results of this combining effort resulted in the common core listed below. Listed on the left are the four undergraduate courses that must be taken by students in all four programs. On the right are the competency areas that will be covered in those courses.

COMMON CORE COURSE		COMPETENCY AREA
BED 436	Communications	Communications
		Guidance
VCD 396	Instructional Methodology	Methods

VCD 425	Foundations	Professionalism
		Foundations
VCD 446	Curriculum Construction I	Planning
		Evaluation
VCD 441	Special Needs	Special Needs

The other competency areas identified in our study are covered as follows:

COURSE/AREA	COMPETENCY AREA
Area six option	Co-op Experencies
Area six Management course	Student Vocational Organizations
	Management
Area four basic computer course	Technology
Area seven - Student Teaching Sequence	Student Teaching
Area four - Human growth and development course	Learning Theory

PROGRAMS

B.S. Ed. in Comprehensive Business Education

AREA I, II, III	*Regents Core*	**60**
AREA IV		**35**
FED 305(Equiv)	*Human Growth & Development*	5
FED 210	*Introduction to Education*	5
BED 122	*Orientation to Computers*	5
ACCT 201	*Principles of Accounting*	5
ACCT 202	*Principles of Accounting*	5
ECO 202	*Principles of Economics*	5
Elective	*Fine Arts*	5
AREA V		**36**
VCD 441	*Methods of Teaching Special Needs Students in Voc. Ed.*	5
FED 310	*Educational Psychology*	5
HPRD 354, 355		6
	Pedagogy Core	
BED 436	*Communications Strategies*	5
VCD 425	*Principles and Practices of Voc. Ed.*	5
VCD 396	*Instructional Methodology in VE/HRD*	5
VCD 446	*Curriculum and Evaluation in VE/HRD*	5
AREA VI		**51**
BED 448	*Records and Files Management*	5
BED 450	*Business Calculations*	5
BED 451	*Office Software Applications*	5
BED 452/454	*Methods in Teaching Business Subjects*	6
BED 455	*Office Information Processing*	5
BED 460	*Office Management*	5
BED 457	*Intermediate Keyboarding*	5
BED 458	*Advanced Keyboarding*	5
BED 471	*Word Processing I*	5
LGLS 300	*Legal Environment of Business*	5
AREA VII		**15**
VCD 469/470/471	*Student Teaching in Voc. Ed.*	15
TOTAL HOURS		**197**

B.S. Ed. in Vocational Education

Concentration in Health Occupations Education

AREA I, II, III	*Regents Core*	**60**
AREA IV		**30**
FED 305(Equiv)	*Human Growth & Development*	5
FED 210	*Introduction to Education*	5
BED 122	*Orientation to Computers*	5
Elective	*Fine Arts*	5
Elective		5
Elective		5
AREA V		**36**
VCD 441	*Methods of Teaching Special Needs Students in Voc. Ed.*	5
FED 310	*Educational Psychology*	5
HPRD 354, 355		6
	Pedagogy Core	
BED 436	*Communications Strategies*	5
VCD 425	*Principles and Practices of Voc. Ed.*	5
VCD 396	*Instructional Methodology in VE/HRD*	5
VCD 446	*Curriculum and Evaluation in VE/HRD*	5
AREA VI		**45**
VCD 437	*Lab Management Systems*	5
VCD 302	*Instructional Development in VE/HRD*	5
VCD 439	*Competency Based Curriculum and Evaluation*	5
VCD 336	*Foundations of Management and Safety in VE/HRD*	5
or		
VCD or BED 300-499	*Elective*	5
VCD 304	*Occupational Theory (Professional Licensure)*	10
VCD 305	*Occupational Practice (Professional Licensure)*	15
AREA VII		**15**
VCD 369/370/371	*Teaching Practicum in Voc. Ed.*	15
or		
VCD 469/470/471	*Student Teaching in Voc. Ed.*	15
TOTAL HOURS		**186**

B.S. Ed. in Marketing Education

AREA I, II, III	*Regents Core*	**60**
ECO 201	*Principles of Macroeconomics (Required in Area III)*	
AREA IV		**30**
FED 305(Equiv)	*Human Growth & Development*	5
FED 210	*Introduction to Education*	5
BED 122	*Orientation to Computers*	5
AC 201	*Principles of Accounting*	5
ECO 202	*Principles of Microeconomics*	5
Elective	*Fine Arts*	5
AREA V		**36**
VCD 441	*Methods of Teaching Special Needs Students in Voc. Ed.*	5
FED 310	*Educational Psychology*	5
HPRD 354, 355		6
	Pedagogy Core	
BED 436	*Communications Strategies*	5
VCD 425	*Principles and Practices of Voc. Ed.*	5
VCD 396	*Instructional Methodology in VE/HRD*	5
VCD 446	*Curriculum and Evaluation in VE/HRD*	5
AREA VI		**45**
VCD 317	*Introduction to Marketing*	5
VCD 366	*Field Based Practicum in M.E.*	5
VCD 440	*Applied Skills in Marketing*	5
VCD 445	*Coord. of Cooperative M.E. Programs*	5
VCD 450	*Applied Skills in Selling & Promotion*	5
VCD 451	*Applied Skills in Merchandising*	5
VCD 452	*Applied Skills in Marketing Operations*	5
or		
VCD 466	*Applied Practice*	5
VCD 456	*Techniques for Training in Marketing & Management*	5
MGT 350	*Management Concepts, Theory & Practice*	5
AREA VII		**15**
VCD 469/470/471	*Student Teaching in Voc. Ed.*	15
TOTAL HOURS		**186**

B.S. Ed. in Vocational Education

Concentration in Trade and Industrial Education

AREA I, II, III	*Regents Core*	**60**
AREA IV		**30**
FED 305(Equiv)	*Human Growth & Development*	5
FED 210	*Introduction to Education*	5
BED 122	*Orientation to Computers*	5
Elective	*Fine Arts*	5
Elective		5
Elective		5
AREA V		**36**
VCD 441	*Methods of Teaching Special Needs Students in Voc. Ed.*	5
FED 310	*Educational Psychology*	5
HPRD 354, 355		6
	Pedagogy Core	
BED 436	*Communications Strategies*	5
VCD 425	*Principles and Practices of Voc. Ed.*	5
VCD 396	*Instructional Methodology in VE/HRD*	5
VCD 446	*Curriculum and Evaluation in VE/HRD*	5
AREA VI		**45**
VCD 437	*Lab Management Systems*	5
VCD 302	*Instructional Development in VE/HRD*	5
VCD 439	*Competency Based Curriculum and Evaluation*	5
VCD 336	*Foundations of Management and Safety in VE/HRD*	5
or		
VCD or BED 300-499	*Elective*	5
VCD 304	*Occupational Theory (NOCTI Exam)*	10
VCD 305	*Occupational Practice (NOCTI Exam)*	15
AREA VII		**15**
VCD 369/370/371	*Teaching Practicum in Voc. Ed.*	15
or		
VCD 469/470/471	*Student Teaching in Voc. Ed.*	15
TOTAL HOURS		**186**

CONCLUSIONS

ITEC RECOMMENDATIONS IMPLEMENTED

Listed below are specific ITEC recommendations followed by a brief comment from the Project 1 Committee as to how the recommendation was implemented.

PHILOSOPHY, GOALS, STANDARDS

4. *Build each program of initial teacher education on integrated well-documented, theoretically sound, and research- oriented models of teaching and teacher education.*

Content development using the model of competency based curriculum development is now over two decades old, initially based on the armed forces Instructional Systems Design (ISD). It is currently in use in all fifty states for determining the curriculum content of programs ranging from electronics technician to surgon. The programs in which our teachers are employed are continually updated through the application of this model. It is fitting here that the model we "preach" is the model we actually use.

ENTRY, MONITORING AND EXIT STANDARDS

2. *Identify for each program at what points, in what courses, and by what means students will be asked to demonstrate competence in academic and professional work.*

By identifying the competencies required of our teachers and arranging those competencies into respective courses, each course is able to test for that specific competence required. There are no gaps, there are no overlaps or redundencies.

EXIT

1. *Require demonstration of academic and professional competencies at the time of completion of program, as well as periodically prior to exit.*

Specific competencies are identified and tested for at the course level and finally during the student teaching experience where the TPAI is used.

2. *Require passing the TCT and successful performance on a mock TPAI assessment before students are recommended for certification.*

Students in the Trade and Industrial and Health Occupations programs are not required to take the TCT. Health Occupations teachers have a professional license from a state exam. Trade and Industrial teachers must pass a competency exam (NOCTI) in their teaching field during their first year of teaching. All student teaching experiences utilize a mock TPAI assessment for grading purposes.

LENGTH AND TYPE OF PROGRAM

2. *Reduce the number of hours in initial teacher education programs so that undergraduate programs are as close to 180 hours as possible, postbaccalaureate programs are in a range of 40 - 60 hours, and master's programs are in a range of 70 - 100 hours.*

Our proposed programs all meet this criteria.

PUBLIC RELATIONS

2. *Improve the relationship between faculty in initial teacher education programs and professionals in the State Department of Education.*

All of the faculty in our four teacher education programs work closely with GDE personnel in their respective service areas through funded proposals and inservice actives for our teachers. This continues almost two decades of such close cooperation.

CONTENT OF PROGRAMS

1. *Develop for each initial teacher education program an integrated approach to general education, professional studies, and specialty studies.*

The development of a common core of experiences for all of our teachers through the application of one model of content identification insures such an approach.

2. *Develop initial teacher education programs which reflect current research and knowledge, and develop systems for periodic renewal of program components.*

The efforts undertaken by the Project 1 Committee through the literature search, interviews, and close examination of over 1800 competency statements insure that our proposed programs are current. The database of our final competencies will provide the foundation for a yearly review of our common core. As teaching and the teaching environment changes, adding and deleting competency statements will keep our common core up to date.

3. *Identify for each initial teacher education program the proper balance between knowledge and pedagogy and develop a curricular plan which promotes coordination, integration, and articulation between the content and pedagogy components.*

Neither the Trade and Industrial Program or the Health Occupations Program include content courses. Our teachers are hired by local systems because they already possess that knowledge by way of their occupational experience.

4. *Identify a proper balance between theory and practice for each initial teacher education program and develop a curricular plan which emphasizes a "theory into practice" orientation.*

By using the model of competency based content determination, theory is held to an absolute minimum. Only after determining what the teacher must be able to "do" on the job to be successful, is attention given to what knowledge (theory) is necessary. Course content becomes highly useful and practical. Our students recognize this and comment accordingly (see Findings).

5. *Develop programs which minimize redundancy and fragmentation and which maximize coherence and articulation.*

By agreeing on a common core of courses, each with a predetermined content, four courses will take the place of 24 previously existing courses or sections.

6. *Develop an efficient across-program plan for instruction on common topics and skills in order to minimize redundancy.*

The database of agreed upon common competencies form the basis for such a plan. Redundancy has been totally eliminated!

9. *Identify the essential content needed by prospective teachers in each initial teacher education program, and make program adaptations accordingly.*

Again, the entire focus of the Project 1 Committee has been to implement this recommendation. Our proposed programs, consisting of the common core and based on our research, meet this recommendation.

FACILITIES AND TECHNOLOGY

3. *Expect all future teachers enrolled in our programs to become productive computer users.*

4. *Embed the use of technology and especially computers, in the pedagogy of each subject matter area from early childhood education through the secondary initial teacher edcation programs.*

Not only will technology competencies be imbedded into each course, all of the proposed programs will require BED 122, Orientation to Computers, in Area IV. This course introduces the microcomputer and operating system and developes skills in word processing, spreadsheets, and databases.

GENERAL RECOMMENDATIONS

The recommendations listed below are based upon a close examination of our survey, our literature search, the ITEC recommendations, and our discussions in Project 1 Committee meetings. The recommendations are not listed in priority order.

1. Increase our presence over our service area.
2. Begin to standardize a yearly schedule.
3. Implement a weekend program.
4. Implement an intensive summer program.
5. Develop an undergraduate non-certificated technical education program for postsecondary instructors.
6. Emphasize quality instruction with full and part-time faculty.
7. Update the audio-visual equipment in the Department.
8. Increase the academic rigor in all undergraduate programs.
9. Insure all teachers are prepared for the TPAI.
10. Continue to work closely with ITEC.
11. Maintain VCD 427. Change name to Instructional Technology in VE/HRD.
12. Increase the level of educational technology in all courses.
13. Identify model programs throughout our service area for observation and visits.
14. Where possible, all courses should have an "in-school" component.

APPENDIX

COMPETENCY LISTS

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GEORGIA STATE UNIVERSITY
DEPARTMENT OF VOCATIONAL AND CAREER DEVELOPMENT
QUESTIONNAIRE ON THE PREPARATION OF TEACHERS

DIRECTIONS

The Department of Vocational and Career Development at Georgia State University is currently exploring ways to strengthen the preparation of teachers. Your thoughts, recommendations, and suggestions are requested in order to guarantee that as many views as possible are considered.

The attached questionnaire requests your views on strengths, weaknesses and suggestions for improving our programs. Your responses will remain anonymous.

Please attempt to organize your responses by listing ideas in order of importance for each of our program areas:

Business Education

Health Occupations Education

Marketing Education

Trade & Industrial Education

Note that you are only asked for three responses for each program area. Try to keep your answers between the lines provided, as the responses will be cut apart and separated into categories.

Thank you for taking the time to assist us in improving our programs.

GEORGIA STATE UNIVERSITY
DEPARTMENT OF VOCATIONAL AND CAREER DEVELOPMENT
QUESTIONNAIRE ON THE PREPARATION OF TEACHERS

How could the education of teachers at Georgia State University be <u>improved</u>?

In Business Education:

1. ib

2. ib

3. ib

In Health Occupations Education:

1. ih

2. ih

3. ih

In Marketing Education:

1. im

2. im

3. im

In Trade & Industrial Education:

1. it

2. it

3. it

GEORGIA STATE UNIVERSITY
DEPARTMENT OF VOCATIONAL AND CAREER DEVELOPMENT
QUESTIONNAIRE ON THE PREPARATION OF TEACHERS

What are the <u>weaknesses</u> of the following programs at Georgia State University?

Business Education weaknesses:

1. wb

2. wb

3. wb

Health Occupations Education weaknesses:

1. wh

2. wh

3. wh

Marketing Education weaknesses:

1. wm

2. wm

3. wm

Trade & Industrial Education weaknesses:

1. wt

2. wt

3. wt

GEORGIA STATE UNIVERSITY
DEPARTMENT OF VOCATIONAL AND CAREER DEVELOPMENT
QUESTIONNAIRE ON THE PREPARATION OF TEACHERS

What are the <u>strengths</u> of the following programs at Georgia State University?

Business Education strengths:

1. sb

2. sb

3. sb

Health Occupations Education strengths:

1. sh

2. sh

3. sh

Marketing Education strengths:

1. sm

2. sm

3. sm

Trade & Industrial Education strengths:

1. st

2. st

3. st